



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection Report of: Scientific Distinction Private School

Overall Effectiveness: Acceptable

Academic Year 2017 – 2018

Iqraa



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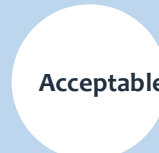
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School Information

General Information	Inspection date:	from	12 Muharram 14 39	to	15 Muharram 14 39
		from	02-Oct-17	to	04-Oct-17
	School name			Scientific Distinction Private School	
	School ID			171	
	School address			Al Maral, Al Ain	
	School telephone			+971 (0)3 761 4455	
	School official email			Scidistinction.pvt@adec.ac.ae	
	School website			---	
	School curriculum			Ministry of Education (MoE)	
	Fee range and category			AED7,500 to AED10,700 (very low to low)	
	Number of lessons observed			64	
	Number of joint lessons observed			6	
Staff Information	Total number of teachers			35	
	Turnover rate			7%	
	Number of teaching assistants			0	
	Teacher- student ratio			1:8	
Student Information	Total number of students			279	
	% of Emirati Students			4%	
	% of Largest nationality groups			1. Syrian 31%	
				2. Egyptian 8%	
				3. Yemeni 8%	
	% of SEN students			0%	
	% of students per phase			KG: N/A	Middle%25
				Primary/ 42%	High/ 33%
	Grades/ Year groups			Grade 1 to Grade 12	
	Gender			Boys and girls	



The Performance of the School

Performance Standard 1 Students' Achievement 	Performance Standard 2 Students' personal and social development, and their innovation skills 
Performance Standard 3 Teaching and Assessment 	Performance Standard 4 Curriculum 
Performance Standard 5 The protection, care, guidance and support of students 	Performance Standard 6 Leadership and management 

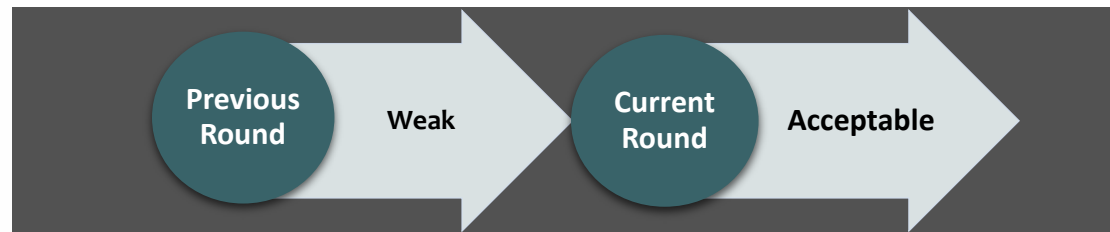


Evaluation of the school's overall performance

- The overall performance of the school is acceptable. Since the previous inspection when the school was rated as weak, the school has not been in a position to admit new students. As a result, there has been a significant drop in the student roll.
- Students' achievement overall is now acceptable, although it is weak in the middle phase. Achievement in Islamic education, Arabic, social studies, English and science is acceptable, but mathematics is weak. Most groups of students are making acceptable progress. Their independent learning and innovation skills are not yet well developed to support their learning effectively.
- Students personal and social development and their innovation skills are acceptable. They show positive attitudes and behaviour to learning. They are respectful and considerate of each other, enjoy positive relationships with teachers, and are keen to learn.
- Teaching overall is broadly acceptable. Teachers plan lessons based on appropriate curriculum content but plans give insufficient attention to lower and higher achieving students. Questioning to promote critical thinking and problem solving is underdeveloped. Teachers' use of assessment information is weak.
- The curriculum is acceptable overall. It is structured appropriately to provide continuity and progression in most subjects. However, teachers do not yet adapt the curriculum sufficiently well to plan tasks that meet the needs of students at different levels of learning.
- The school's provision for the protection, care, guidance and support of students is acceptable. Students are well looked after in a safe and secure environment. The school has invested in facilities and transport to promote students' safety.
- Leadership and management is acceptable. School leaders ensure the school operates smoothly and have made progress in raising standards in primary and secondary phases. Self-evaluation is being improved to have a greater impact. Provision has been made with the local university for teacher training. The impact of the training is not yet fully realised in lessons.



Progress made since last inspection and capacity to improve



- The principal and senior leaders have addressed most of the recommendations of the last inspection to help improve standards across the school. Achievement overall has improved and is now acceptable in Arabic and Islamic education, social studies, English and science. Achievement in the middle phase and in mathematics remains weak.
- Teachers now provide better guidance for students' personal and social development and promote their understanding of Islamic values, UAE culture and heritage more effectively. The school has improved provision for the care, guidance and support of students.
- Teaching is now acceptable overall. However, the school has yet to focus training sufficiently on raising standards further. Teachers' use of assessment and their adaptation of the curriculum to meet the learning needs of students remain underdeveloped.
- Leaders capacity to improve the school is broadly acceptable. Although they have yet to increase the pace of progress to achieve a higher performance level, the actions taken to address previous recommendations demonstrates a stronger capacity than shown previously to make further improvements.



Key areas of strength and area for improvement

Key areas of strength

1. Improved student achievement in primary and secondary phases.
2. Attainment and progress in all Arabic subjects is now in line with grade-related curriculum expectations.
3. Students' personal and social development, including their understanding of Islamic values and UAE culture and heritage.
4. Students' positive attitudes to learning and mutually respectful relationships within the school.
5. Students' attendance and punctuality.

Key areas for improvement

1. Raise attainment across the curriculum, particularly in the middle phase and in mathematics, by:
 - i. raising teachers' expectations of what students can achieve
 - ii. implementing a consistent whole-school approach for lesson planning
 - iii. clarifying the next steps to be taught, based on knowledge and skills
 - iv. providing a broader range of practical resources for active learning in all subjects
 - v. ensuring teachers use a wider range of strategies to enable students to work independently on a regular basis.
2. Improve the quality of teaching by:
 - i. improving teachers' planning to include a wider range of learning skills including independent and collaborative group learning
 - ii. providing opportunities for students to develop and apply the full range of higher order thinking skills that underpin their confidence to be innovative
ensuring that Arabic and English teachers plan together to develop language skills
ensuring teachers apply questioning that promotes students' deeper thinking.
3. Use assessment data to inform teachers' planning, adapt the curriculum and to monitor students' progress by:
 - i. ensuring that prior attainment data is analysed, made available to all teachers and used to plan learning for all ability groups and targeted individual students
 - ii. using assessment data more effectively to benchmark the school's performance
 - iii. ensuring teachers' marking and assessment is consistent with curriculum outcomes and provides students with helpful information on how to



improve.

4. Providing work that suits the learning needs of low- and high-achieving students by:
 - i. implementing robust systems to monitor teachers' plans and delivery for lower achieving students
 - ii. ensuring that higher achieving students are effectively challenged in lessons
 - iii. ensuring that leaders monitor the quality of learning of all students.
5. Improve leadership by:
 - i. increasing leaders' focus on the quality of students' progress in lessons
 - ii. ensuring data is analysed and used effectively to plan appropriate tasks for students at all attainment levels
 - iii. ensuring that lower attaining students receive appropriate support and higher attaining students are challenged suitably.

Provision for Reading

- The school's annual plan includes actions to improve reading and promotes its development appropriately across the curriculum. Students read for information in lessons and are encouraged to read for pleasure using books and DVDs.
- Students are encouraged to use the small library to read, It now has 6 computers to enable students to undertake research. Although stocked with both English and Arabic books, some are dated, limiting their appeal to encourage students to read more widely.
- Students' progress in reading in both Arabic and English supports their learning in most subjects across the curriculum.
- Reading for comprehension is an integral part of language lessons and is reinforced through activities in a number of lessons.
- The school has not yet focused on the professional development of teachers to improve their skills in teaching reading,



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Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment		Acceptable	Acceptable	Acceptable
	Progress		Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment		Acceptable	Acceptable	Acceptable
	Progress		Acceptable	Acceptable	Acceptable
Arabic (as additional Language)	Attainment		N/A	N/A	N/A
	Progress		N/A	N/A	N/A
Social Studies	Attainment		Acceptable	Acceptable	Acceptable
	Progress		Acceptable	Acceptable	Acceptable
English	Attainment		Acceptable	Weak	Acceptable
	Progress		Acceptable	Weak	Acceptable
Mathematics	Attainment		Weak	Weak	Weak
	Progress		Weak	Weak	Weak
Science	Attainment		Acceptable	Weak	Acceptable
	Progress		Acceptable	Weak	Acceptable
Other subjects (Art, Music, PE)	Attainment		Acceptable	Weak	Acceptable
	Progress		Acceptable	Weak	Acceptable
Learning Skills			Acceptable	Weak	Acceptable



Overall achievement

- The overall quality of students' achievement is acceptable. Most students in primary and secondary phases are achieving standards broadly in line with curriculum expectations. Middle phase students are achieving below expectations.
MOE examinations results in all phases indicate that students are working broadly in line with curriculum expectations. The results indicate standards are outstanding in Islamic education and social studies, very good in Arabic and English and weak in mathematics, physics, biology and chemistry.
- The school's continuous assessment results indicate very good attainment overall. These results are not borne out by students' present coursework in lessons where achievement is broadly acceptable overall. Boys, girls and students who require special support all make similar progress from their starting points.

Subjects

- Students' achievement in **Islamic education** is acceptable. Students' understanding of Islamic values and the Hadith of the Prophet Mohammad (PBUH) are in line with grade-related curriculum expectations. Students recite clearly and confidently from the Holy Qur'an.
- Students' achievement in **Arabic** is acceptable overall. Most students write clearly and fluently. Their writing is generally accurate and well punctuated. Reading, speaking and listening skills are in line with curriculum expectations in most grades.

Students' achievement in **social studies** is acceptable and in line with grade-related curriculum expectations. Most students can link older traditions to their own lives.

- Students' achievement in **English** is broadly acceptable at primary and high phases but weak in the middle phase. Most students speaking and listening skills develop progressively. They communicate effectively during lessons, although progress slows in middle phase. Reading skills are in line with grade-related curriculum expectations but writing skills are less well developed and lack structure, accuracy and fluency.
- Students' achievement in **mathematics** is weak overall. Only the majority of students achieve in line with curriculum expectations. They have yet to develop or apply suitable reasoning and problem-solving skills in their learning.



- Students' achievement in **science** is acceptable in the primary and high phases and weak in the middle phase. Particularly in the middle phase, attainment is limited due to poor planning for progression in key learning outcomes. Scientific skills, including investigative and enquiry skills, are underdeveloped at all grades.
- Students' achievement in other subjects is acceptable. Most students achieve standards in line with curriculum expectations and participate enthusiastically in art, physical education and computer science. Students' achievement in business studies and computer science in the high phase is acceptable.

Learning skills

- Students' learning skills are acceptable in the primary and high phase and are in line with age-related expectations. Most are able to apply their skills to complete what teachers ask of them. Learning skills are weak in the middle phase. Generally, independent learning, creativity and innovation skills are underdeveloped in this phase.

Areas of Relative Strength:

- Students' achievement in Arabic subjects.

Areas for Improvement:

- The overall quality of students' achievement.
- The development of students' learning skills.
- Attainment of students in the middle phase and at all grades in mathematics.



Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
Personal development		Acceptable	Acceptable	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures		Acceptable	Acceptable	Acceptable
Social responsibility and innovation skills		Weak	Weak	Weak

- Students' personal and social development is acceptable overall although their innovation skills are weak. Most students have positive attitudes, are attentive and keen to learn. The school promotes a positive ethos and bullying is rare.
- Relationships are positive, creating a safe and friendly environment. Students enjoy school and their attendance is outstanding at 98%. Punctuality is good overall.
- Students' awareness of safe and healthy living is acceptable. They bring healthy food to school and understand which foods are unhealthy.
- Students' understanding of Islamic values and appreciation of UAE culture and heritage meets curriculum expectations. However, this is not developed sufficiently to embed a sense of social responsibility, awareness of other cultures and environmental issues.
- Students' skills in innovation and enterprise are limited, largely due to the insufficient provision for practical and independent tasks in lessons. Students' skills in solving more open-ended problems are also underdeveloped.

Areas of Relative Strength:

- Students' behaviour, personal development and attitudes to learning.
- Students' application of healthy lifestyles.
- Students' respect for Islamic values and their appreciation of UAE culture and heritage.

Areas for Improvement:

- Students' innovation and enterprise skills and their social responsibility.



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- Students' awareness of environmental issues and other world cultures.



Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
Teaching for effective learning		Acceptable	Weak	Acceptable
Assessment		Weak	Weak	Weak

- The overall quality of teaching is broadly acceptable. Assessment is weak. Most teachers demonstrate secure knowledge of their subjects although their understanding of how students learn is less well developed, particularly in the middle phase.
- Improvements in teaching have resulted in standards of achievement improving in most subjects. Teachers plan lessons and manage lesson time appropriately, although the range of resources they use is often too limited.
- Teachers' interactions and relationships with students are positive. In a few lessons, teachers use a wider range of questions to promote students' critical thinking, although this approach is underdeveloped across several subjects.
- Teachers' plans are focused on delivering basic knowledge and do not yet support the learning needs of low- or high-achieving students. Too many lessons are overly teacher-directed rather than student-centred.
- The use of assessment to inform learning is underdeveloped. The school has started to benchmark students' academic outcomes against international expectations. Marking of students' work is inconsistent with limited feedback to guide further improvement.
- Assessment data is not yet used effectively to inform teaching or to assess how well students understand the learning in each lesson. Students are not sufficiently involved in assessment themselves.

Areas of Relative Strength:

- The improvement in teaching and learning in Islamic education, Arabic, social studies English and science.
- Most teachers have secure knowledge of their subjects.

Areas for Improvement:

- The need for teachers to use questions and tasks that promote students' thinking skills and their overall learning skills.
- The teaching of mathematics across all phases



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The quality of assessment and feedback to students on how to improve



Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation		Acceptable	Acceptable	Acceptable
Curriculum adaptation		Weak	Weak	Weak

- The implementation of the curriculum is acceptable. Teachers are currently creating their own resources following the basic book sections as they await textbooks to support curriculum delivery.
- The curriculum is reasonably broad and balanced. The timetable provides the minimum number of teaching hours and curriculum requirements for subjects.
- Students have opportunities to develop the skills needed for the next phase of their education. Students in the high phase have curricular choices in science, and in computer and business studies.
- The curriculum is not yet reviewed systematically and lesson plans vary in quality.
- Adaptation of the curriculum to address students' learning needs is not sufficiently targeted because most lessons are planned at whole-class level. However, teachers' interactions with students provide acceptable individual support for those who need help. As a result, all students make broadly acceptable progress.
- Opportunities for students to develop skills in enterprise, innovation, creativity and social contribution are underdeveloped. Cross-curricular links and extracurricular activities are limited.

Moral education has been introduced successfully and students engage well with the new learning activities. Most acquire useful knowledge which they understand applies to daily life, such as; cooperation, humility, solidarity, and social participation.

Areas of Relative Strength:

- Provision for promoting the values of Islam and UAE culture and heritage.

Areas for Improvement:

- Curriculum review and adaptation to meet the needs of all students.
- Opportunities for enterprise, innovation, creativity and social contribution.
- The provision of resources for the new MoE curriculum.



Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/safeguarding		Acceptable	Acceptable	Acceptable
Care and support		Acceptable	Acceptable	Acceptable

- The overall quality of protection, care, guidance and support is acceptable. The school's robust procedures are implemented in practice to provide a safe and secure environment for students.
- Safeguarding policies are rigorous and shared with students and parents to increase their understanding of how to protect students.
- The school applies appropriate procedures for managing safety. Staff maintain safety around the building including fire evacuation procedures although fire escape notices have yet to be improved. Inappropriate behaviour is followed up swiftly and parents are consulted.
- The school promotes healthy lifestyles overall. Students are encouraged to make healthy food choices in school and in their packed lunches.
- Buildings are well maintained with regular checks on equipment, and include a new fire alarm system. The clinic is adequately equipped. Unwell students receive prompt care with adequate arrangements for the safe storage and dispensing of medicines.
- Lower-achieving students are supported in class but planning is not always sufficiently targeted to meet their needs. Gifted and talented students require greater, planned challenge.
- The school provides adequate academic and careers guidance and support. For example, students in Grade 11 and 12 to visit all universities in Al Ain.

Areas of Relative Strength:

- Promoting students' healthy lifestyles and safe living, including provision by the nurse.
- Improvements in the provision of care, guidance and support overall.
- Investment in providing safe transport, covered canteen and play areas.



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Areas for improvement:

- The need to plan more appropriate learning for lower and higher achieving students, including using assessment data to provide targeted work.



Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable
- The overall quality of leadership and management of the school is acceptable. Leaders share the schools' vision with staff and parents and morale is good. - Self-evaluation and improvement planning are broadly acceptable although the school does not make accurate use of SEF indicators to gauge its performance. Improvement targets are monitored through observations and learning walks. The use of assessment information to monitor school improvement and students' progress is not effective enough. - Teacher professional development activities have not yet had sufficient impact on the quality of teaching and learning. - Partnerships with parents and the community are good. Parents appreciate the regular feedback they receive about their child's progress. The school responds constructively to parents' views. Parents regularly provide support during national celebration days. - The owner and governors hold the principal to account for school improvement. Funding has been made available to improve the quality of learning facilities and transport. - Day-to-day management of the school is broadly acceptable .The building is well maintained and used efficiently. Displays of students' work do not create a sufficiently motivating environment. - The Programme for International Student Assessment (PISA) is used to benchmark students' performance, though the school has not analysed this data sufficiently.	
Areas of Relative Strength:	
- Leaders' positive impact on improving students' achievement in most subjects. - The schools' partnership with parents.	



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Areas for Improvement:

- The focus of school leaders on raising attainment, particularly in the middle phase.
- The need to increase the focus of lesson visits on evaluating the quality of students' learning and progress, and to provide effective feedback for teachers.